Bentley Park College

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.
Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Bentley Park College is a state co-educational college with world-class facilities, specifically designed to meet the learning needs of our local community. Situated in the southern suburbs of Cairns we offer all students from prep to year 12 the chance to experience a unique and complete educational journey. The College aims to provide: curriculum and learning for the Twenty First Century; the best of early, middle and senior years' teaching and learning models and classroom and playground environments in which students feel safe and secure. Our common expectations revolve around Learning, Safety, Respect and Responsibility. Our College is structured around sub-schools to enable strong ties with students. Staff in our Junior School (P to 6), and Senior School (7 to 12) take a holistic view of each student in assisting academic, physical, social and emotional development. The school has a reputation for a future's orientation and innovative use of technology across the curriculum. The wider school community includes significant cohorts of Indigenous, Pacifika and Hmong family groups.

Principal's Foreword

Introduction

Bentley Park College is a proud, community centred school in Edmonton. We, like our always expanding and developing community, are passionate about our young people and the role we play in ensuring that they lead us in to the future. Aspire, Learn, Achieve is something we believe in deeply.

We take great pride is our diversity, and the role we play is supporting all members of our community, but especially our students. The tolerance and acceptance of our students of others from a very diverse set of backgrounds is wonderful.

2017 continued a great trend of success for our exiting Year 12s, with 100% of students achieving either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement. This is the second year in a row that this has been achieved.

Bentley Park College
Year 12 Attainment – QCE and QCIA
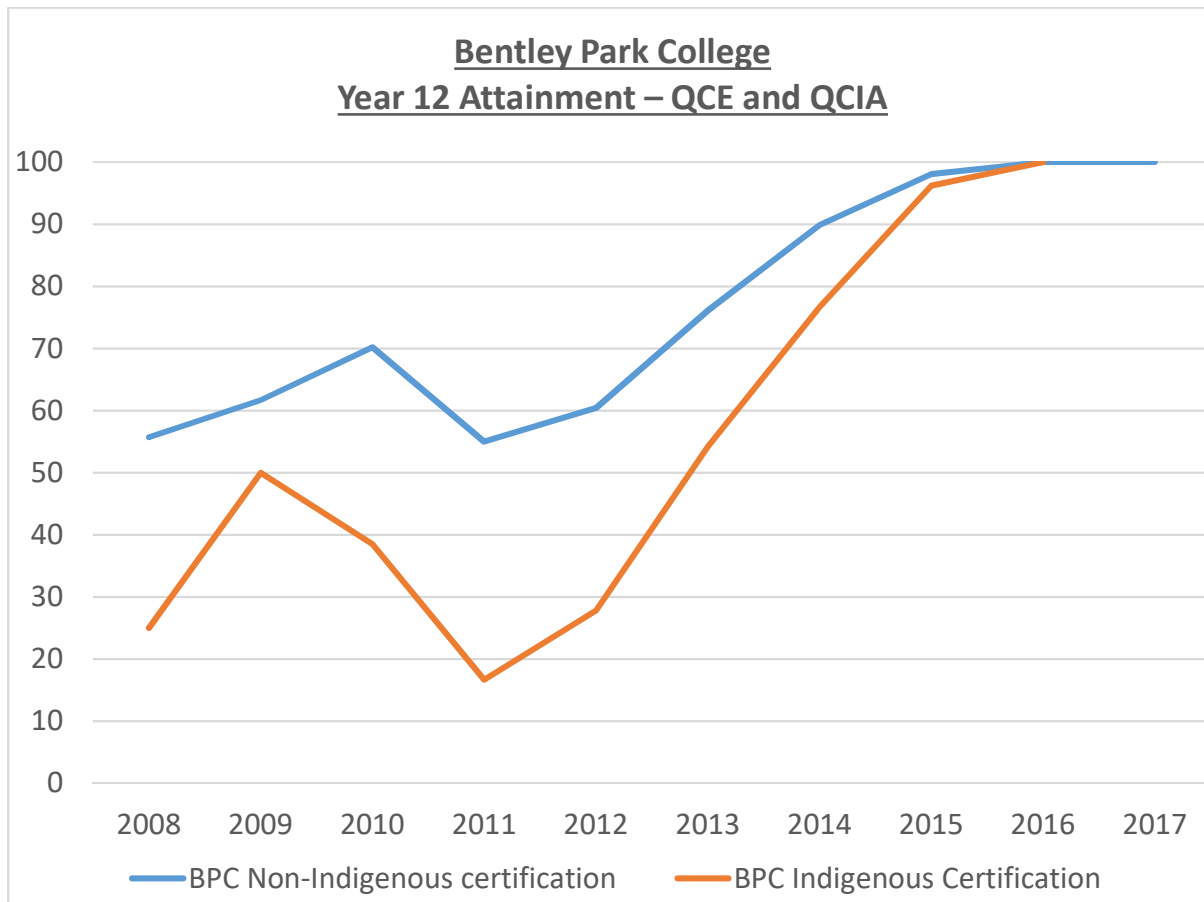
The continued improvement of eligible students achieving an OP 1-15 was evident with 71% of students hitting this mark. 39.4% of eligible students achieved an OP of 10 or higher.

Bentley Park College is committed to a P-12 approach to supporting our students and moving them forward. Our behaviour management, college rules, curriculum structures and staff development structures are all consistent across the college. We work with our partner schools as well to ensure that transitions at the end of Year 6 are smooth and welcoming.

Thank-you to the wonderful, supportive members of the Bentley Park College community. The following School Annual Report provides a snapshot of your school.

School Progress towards its goals in 2017

In 2017 Bentley Park College encapsulated its key goals in its 4x4 Improvement Agenda. Below is a summary of our progress towards achieving those goals.

QUANTITATIVE MEASURES

% A-C SEMESTER 2, 2017 *(GOAL WAS 80%)*			
YEAR LEVEL	SUBJECT		
	ENGLISH	MATHEMATICS	SCIENCE
1	61	62	71
2	67	65	67
3	60	55	77
4	64	58	63
5	52	60	67
6	68	61	60
7	88	87	82
8	83	74	84
9	80	79	86
10	71	67	83

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100% OF YEAR 12 STUDENTS IN 2017 ATTAINED A QUEENSLAND CERTIFICATE OF EDUCATION (QCE) OR A QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA) *(GOAL WAS 100%)*

NAPLAN % ABOVE NATIONAL MINIMUM STANDARD 2017 *(GOAL WAS 90%)*			
YEAR LEVEL	STRAND		
	READING	WRITING	NUMERACY
3	92.2	88.3	85.3
5	91	82.2	97.7
7	82.1	82.5	87.4
9	66.9	48.8	88.1

STUDENT ATTENDANCE			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	86%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	79%	81%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

NON - QUANTITATIVE MEASURES

PRIORITY	MEASURE	TARGET	OUTCOMES
GOAL SETTING	Teachers consistently use the data to identify students' strengths and areas for improvement, collaboratively develop goals with students and utilise this data to inform planning and delivery of a responsive cycle of teaching & learning.	**Routine**	The P-12 Level of Achievement, data Lens and Goal Setting Standards of Practice were fully operationalised in 2017 across the College.
PROFESSIONAL LEARNING TEAMS	P-12 teams are active and contribute to the development of key areas	**Routine**	P-12 Professional Learning Teams were active in the areas of Positive Behaviour for Learning, Curriculum and Pedagogy
CURRICULUM	- Teachers effectively implement the Australian Curriculum - Use of ACARA Standards is evident - Moderation occurs pre and post delivery	**All**	The effective implementation of the Australian Curriculum, use of ACARA Standards and Moderation processes were well established in the College
SEQUENCING TEACHING AND LEARNING	Teachers effectively implement a range of Signature Practices	**All – as is appropriate**	Explicit Teaching was a cornerstone Signature Practice across the College. Inquiry Based Learning was introduced as a Signature Practice.

Future Outlook

Improvement Agenda 2018

4 & 4

QUANTITATIVE MEASURES		TARGET
ATTAINMENT	• A-C student results English / Maths / Science	80%
SENIOR RESULTS	• QCE / QCIA attainment	100%
NAPLAN	• Reading • Writing • Numeracy	Differentiated targets as per Target document
ATTENDANCE	• School attendance rate	90%

NON-QUANTITATIVE MEASURES		
CURRICULUM	• Implementation of ACARA version 8 in P-10 • Readiness for SATE in 11&12, 2019 • Scope and Sequence, Unit Plans • Assessment tasks, Criteria sheets A-E	Elements developed and implemented with fidelity
PEDAGOGICAL PRACTICES	• Aligned to Pedagogical Framework, context and Inquiry Cycle • P-12 PLT teams actively contribute to the development of signature practices	Elements developed and implemented with fidelity
STEM	• Activate a STEM PLT and develop and implement focused STEM units • Partner with JCU	Known, understood and implemented by all
PROFESSIONAL LEARNING COMMUNITY	• Provide focused PD opportunities aligned to the College Improvement Agenda	Known, understood and implemented by all

Bentley Park College

ASPIRE - LEARN - ACHIEVE
"Pathways to success"

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1478	680	798	456	89%
2016	1450	671	779	439	87%
2017	1536	722	814	511	89%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

The student body consists of a diverse range of students with a mix of aspirations. It is representative of about 20 different cultural backgrounds. 33% of the students identify as being Aboriginal or Torres Strait Islander. Students coming from a language background other than English is 35%. Students with a disability account for 6% of the student population. 2.3% of students across the school are placed in Out-of-Care. Whilst the students come from a range of socio-economic backgrounds, the ICSEA indicates a lower than median value, with over half of the student population (56%) identified in the bottom quarter of advantage, which is a relatively high level of disadvantage overall. Enrolment continues to increase, particularly in the Junior Secondary year levels, although there is still mobility between schools in the southern corridor and remote communities. Many of our families have students in both the P-6 and 7-12 sectors of our school.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	22
Year 4 – Year 6	26	27	25
Year 7 – Year 10	24	23	23
Year 11 – Year 12	19	18	18

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Curriculum Delivery

Our Approach to Curriculum Delivery

BPC offers a differentiated curriculum with a blend of academic, cultural, sport and vocational pathways. This includes the standard suite of subjects from the Australian Curriculum. The College has a range of distinctive and specialist programs, including Academic Excellence, Sport Excellence, Rugby League, Netball, Music and ICT. Engagement in these programs is complimented by students' involvement in curriculum subjects that include Rugby League, Netball, Instrumental Music and Music Extension, CISCO CCNA and Cert 4 in Screen and Media. The College is a Microsoft IT Academy school and has an extensive range of technology programs commencing with robotics and coding in prep.

The College has links with community organisations, such as the Northern Pride Rugby League Club, James Cook University, the Cairns Early Years Centre, local child care centres that enhance the experience of students in *Specialised Programs* and curriculum classes.

The College has a fully equipped automotive workshop, the only one of its kind in the southern cluster of Cairns. The workshop is used by senior students engaging in Industrial Technology Skills and junior secondary at-risk students involved in a specialist engagement program.

The College has product partnership with businesses and external training organisations.

Cisco qualifications are recognized worldwide and give our students access to IT jobs throughout the world.

Co-curricular Activities

Our students are involved in a broad range of extra-curricular activities including;
- Robotics club
- Rugby League
- Netball
- ICAS and other competitions
- Choir
- Band
- Indigenous Leaders of Tomorrow and the Future Programs
- Leadership Programs
- Readers cup
- After School Tutoring

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies are a major platform within our College. As well as purpose focused programs from prep to year 12 they are used extensively in the delivery of curriculum.

The accessibility criterion is met by implementing a strategy for creating access to technology rich learning throughout the college. A one-to-one computer-students model is implemented by which every student in years 9 to 12 have access to computers either by being enrolled in a laptop programme or through accessing technology in one of 8 computer labs in the 7-12 section of the college. Two labs are set up in the P-6 section of the school and a "laptops in trolleys"-programme is implemented in years 3 – 6 through which each class has access to a set of laptops to be used by a group of students exercising specific skills through technology. The college has provided a number of other technological devices to further support eLearning such as iPads, digital cameras, microphones, sound-players, programmable robots and other multimedia devices. Through accessibility and well developed digital pedagogies every student experiences eLearning every single day as a part of their schooling.

The teachers' digital pedagogies are continually developed through online training (Learning Place etc.) and "in-house"-training on SFD as well as through a coaching model by which the HOD ICT supports teachers in planning, developing and evaluating eLearning experiences for the students. Some of the weekly learning lounges have been of focused on developing teachers' digital technologies skills and 10 teachers now have achieved the Microsoft Educator certification.

In the beginning of the year Bentley Park College received a Google CS4HS grant, which was spent on running 5 different teacher workshops in Digital Technologies implementation. The workshops were each attended by more than 30 teachers from private and public schools from Weipa to Tully. Many teachers from Bentley Park College participated in each of the workshops.

At the end of the year a special focus on STEM (Science, Technology, Engineering and Maths) led to development of stronger bonds between the P – 6 and 7 – 12 sectors, as the HOD of ICT P – 12 began working with P – 6 teachers on

developing STEM programs across the subjects and year levels. Similar programs started to be developed in 7 – 12 with a group of selected teachers across the four key subject areas. The implementation of the programs will take place in 2018.

Social Climate

Overview

The social climate of Bentley Park College is aligned to the systematic approach, Positive Behaviour for Learning. Across the P-12 campus all students are taught the expectations around the same set of rules. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
1. Be a Learner
2. Be Respectful
3. Be safe
4. Be responsible for your own behaviour
5. Be in the Right Place at the Right Time

There is a consistent framework to acknowledge students when they meet the expected behaviours. It is expected that students' behaviour in the wider community reflects our college mission and values:
Our Mission is: To create a safe, respectful, responsible community of learners
At Bentley Park College we value:

- Learning
- Cooperation and Teamwork
- Individual Difference
- Personal effort
- Personal best

A schedule of data review is used to inform college priorities, student needs, programs, success and areas of improvement. The Responsible Behaviour Plan has been designed to facilitate a culture that promotes learning. It is a document that is reviewed annually, evolving in alignment to the needs of the college community, assisting Bentley Park College to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Parents and carers play a crucial role in the wellbeing of their children. The connection between school and family is important. Staff communicate with parents and carers to keep them informed of their children's academic and social progress through formal reporting and parent teacher interviews. Currently our data reflects that most parents are taking the option of attending parent/teacher interviews. At these meetings parents and carers meet with classroom teachers and discuss student's progress and have the opportunity to discuss recent report cards. Static displays are provided to inform the community of College policy, procedures and recent initiatives. eg. Whole of college approach to cyber safety. Parents are further engaged through a range of communication options eg. Case Management meetings when additional supports are required, Home visits and referrals to outside agencies as requested.

The college has prioritised the support of student's social and emotional wellbeing, allocating staff to Student Services teams in P-6 and 7-12. Each team comprises staff, trained to support students so that they can best access their learning. Staff includes; Cultural Liaison Officers, Guidance Officers, School Based Police Officer, Chaplain, Student Support Officers. Support programs across the college include; Clontarf, Sensibility, SHINE, RAGE, Drumbeat, ASDAN – individual, small group and class group projects. Students who are on SDA's are involved in re-entry, access school work with a check in system for students on long SDA's to ensure engagement with the College continues. Study Centre operates out of the Senior Library or Primary Student Services on a Tuesday, Wednesday and Thursday afternoon. The Breakfast program operates Mondays, Wednesdays and Fridays before school.

Students are taught preventative strategies that can be used to socially skill students. Responses to bullying include; counselling and mediations by the Guidance Officer, School Chaplain, parent/teacher/student meetings as well as proactive strategies such as Year level lunch time activities, JCE lessons focusing on the issue of Bullying and strategies to utilise. Registration and involvement of National "Say No to Bullying Day" in March with chalk art activities and awareness campaigns, guest speakers/organisations presenting anti-bullying workshops/media presentations.

Pastoral care has been developed with the introduction of the Peer Mentor program. The Peer Mentor program has developed to include all year levels in 2018. Year 10 work with year 7 students, Year 11 work with Year 8 students and Year

12 work with year 9 students. Additionally, support and Admin staff conduct At Risk interviews with year 7-12 students to ensure student progress is tracked, communicated and action plans are put in place to support students.

Each year the College celebrates NAIDOC week in Term 3 exposing students to a range of cultural activities including storytelling, face painting, sharing of cultural food and Sporting competitions. 2017 saw the inaugural P-12 NAIDOC Ceremony run by the ILF and ILT students which combined college and community.

The school opinion survey indicates that in 2017 Parents satisfaction has an improvement across all areas with a significant improvement of 10% or greater in:
- their child is making good progress at this school (S2004)
- teachers at this school expect their child to do his or her best (S2005)
- teachers at this school provide their child with useful feedback about his or her school work (S2006)
- this school works with them to support their child's learning (S2010)
- his school takes parents' opinions seriously (S2011)
- student behaviour is well managed at this school (S2012)
- this school looks for ways to improve (S2013)

Student satisfaction ratings have moderated after some recent years where the data has risen.
- they feel safe at their school (S2037) - has declined to 84%
- student behaviour is well managed at their school (S2044) - student responses indicate 74% which is above the geographic region and relative to the state at 76%.

Staff satisfaction ratings have been maintained for the most part with:
- A drop of 5% in: they enjoy working at their school (S2069)
- An increase 10% in: their school takes staff opinions seriously (S2076)

Parent, student and staff satisfaction with the school

Performance measure					
Percentage of parent/caregivers who agree# that:		2014	2015	2016	2017
their child is getting a good education at school (S2016)		83%	92%	88%	94%
this is a good school (S2035)		83%	76%	83%	85%
their child likes being at this school (S2001)		89%	96%	83%	92%
their child feels safe at this school (S2002)		83%	76%	71%	82%
their child's learning needs are being met at this school (S2003)		83%	84%	79%	74%
their child is making good progress at this school (S2004)		90%	84%	79%	89%
teachers at this school expect their child to do his or her best (S2005)		93%	92%	83%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)		90%	92%	71%	83%
teachers at this school motivate their child to learn (S2007)		83%	80%	75%	83%
teachers at this school treat students fairly (S2008)		70%	88%	75%	79%
they can talk to their child's teachers about their concerns (S2009)		97%	92%	74%	88%
this school works with them to support their child's learning (S2010)		75%	88%	71%	82%
this school takes parents' opinions seriously (S2011)		58%	70%	64%	87%

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student behaviour is well managed at this school (S2012)		69%	60%	63%	73%
this school looks for ways to improve (S2013)		83%	83%	81%	91%
this school is well maintained (S2014)		93%	84%	79%	86%

Performance measure					
Percentage of students who agree# that:		2014	2015	2016	2017
they are getting a good education at school (S2048)		98%	95%	94%	91%
they like being at their school (S2036)		97%	91%	92%	91%
they feel safe at their school (S2037)		92%	90%	93%	84%
their teachers motivate them to learn (S2038)		97%	95%	92%	90%
their teachers expect them to do their best (S2039)		98%	98%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)		96%	92%	93%	89%
teachers treat students fairly at their school (S2041)		87%	85%	84%	81%
they can talk to their teachers about their concerns (S2042)		84%	86%	84%	77%
their school takes students' opinions seriously (S2043)		88%	87%	87%	80%
student behaviour is well managed at their school (S2044)		78%	80%	81%	74%
their school looks for ways to improve (S2045)		97%	96%	92%	91%
their school is well maintained (S2046)		93%	87%	92%	84%
their school gives them opportunities to do interesting things (S2047)		92%	92%	95%	90%

Performance measure					
Percentage of school staff who agree# that:		2014	2015	2016	2017
they enjoy working at their school (S2069)		90%	94%	96%	91%
they feel that their school is a safe place in which to work (S2070)		90%	95%	95%	94%
they receive useful feedback about their work at their school (S2071)		86%	86%	89%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)		79%	87%	%	80%
students are encouraged to do their best at their school (S2072)		91%	93%	97%	96%

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students are treated fairly at their school (S2073)		91%	90%	93%	94%
student behaviour is well managed at their school (S2074)		70%	72%	84%	76%
staff are well supported at their school (S2075)		75%	87%	81%	83%
their school takes staff opinions seriously (S2076)		77%	79%	80%	90%
their school looks for ways to improve (S2077)		92%	93%	95%	93%
their school is well maintained (S2078)		91%	95%	91%	90%
their school gives them opportunities to do interesting things (S2079)		82%	80%	85%	82%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

The College prioritises opportunities to bring parents / carers together with staff to plan and celebrate student achievement. Examples of this are:

- P-12 Parent Teacher events
- 7-12 Senior Education and Training (SET) planning
- 7-12 Subject Information Evenings
- Pre / Pre and Year 6/7 transition planning
- Year 7 Meet and Greet
- 7-12 Pacifika Evening
- P-12 Harmony Day
- P-6 Goal Setting meetings
- Under 8s Day

The following groups / activities provide opportunities for parents / carers to be actively involved in the College:

- P-12 Instrumental Music Parent Group
- Parents and Citizens Association
- P-6 Parent Expo
- P-6 Carols by Candlelight
- P-6 Mother's / Father's Day

Across the college, regular parent contact and consultation is conducted to keep parents informed of educational adjustments for students with specific needs, so that they can access the curriculum and achieve learning outcomes. This includes communicating with parents around the endorsement of Individual Curriculum Plans, modifications to the learning environment, assessment discussions and the provision of significant adjustments for students with disabilities.

Respectful relationships programs

The school has developed and implemented a life skills program through QCE classes in Senior and HPE classes in Junior. The program focuses on appropriate, respectful and healthy relationships. It includes topics concentrating on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	351	266	318
Long Suspensions – 11 to 20 days	71	15	37
Exclusions	7	4	5
Cancellations of Enrolment	24	11	16

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Environmental Footprint

Reducing the school's environmental footprint

Throughout the 2017 school year the College continued to have the centrally funded air-conditioning upgrade continue. This has seen units that were 15 to 20 years old replaced with more energy efficient air-conditioning units. This has resulted in a decrease in the College's electricity consumption of around 12.5%.

Additionally the College is continuing to replace, where ever possible old technology fluorescent and LED lights with new technology LED panels which provides better quality lighting with a decrease of up to 30% on energy consumption.

Unfortunately due to the age of the water distribution infrastructure there have been several ruptures to the main service lines across the college. To offset this additional consumption the grounds team have embarked on a vigilance program to identify potential issues and to rectify these before they become a major disruption. Additionally the Grounds team have embarked on a significant mulching program to maximise the ground moisture during the dry season to minimise the need to irrigate the gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	1,318,576	17,868
2015-2016	741,436	11,660
2016-2017	1,419,504	14,439

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name   [GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	117	79	9
Full-time Equivalents	113	60	8

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	28
Bachelor degree	79
Diploma	5
Certificate	1

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $27,862.

The major professional development initiatives are as follows:

*	Strategically determined Extended Staff Meetings

*	Staff Leaning Lounges

*	QCAA facilitated workshops

*	Queensland Educational leadership Institute Aspiring Leaders Program

*	BPC developed Regional Digital Technology Workshops

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

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Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	86%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	79%	81%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

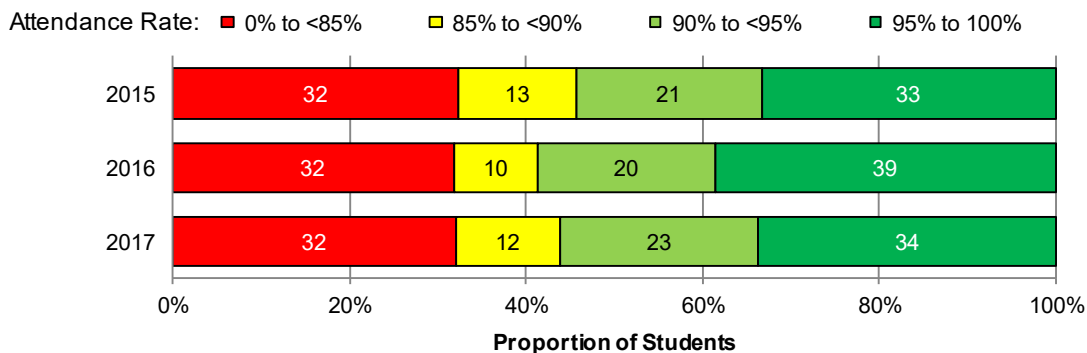The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	89%	91%	91%	89%	91%	92%	86%	85%	83%	81%	79%	82%
2016	90%	91%	89%	91%	93%	89%	90%	89%	83%	84%	83%	82%	84%
2017	87%	89%	91%	88%	89%	92%	90%	90%	86%	85%	79%	82%	86%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	32	13	21	33
2016	32	10	20	39
2017	32	12	23	34

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Bentley Park College recognizes that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. 90% attendance has been set as the minimum standard for the School's Improvement Agenda for 2018.

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School staff, students, families and the community share responsibility for student attendance. School staff has responsibility for communicating absence information with families and for instigating follow up procedures where the minimum standards are not being achieved. Families have the responsibility for making decisions about their children's schooling, providing information about known absences, engaging with the school to improve attendance and promoting the value of education and regular attendance. Students have the responsibility of being on time, being ready to learn and always striving to achieve our college's minimum standard.

Roll marking:

P-6:   Rolls are taken twice a day by the classroom teacher: once in the morning and again at 11.50am. Rolls are manually taken and entered by the office staff.

7-12:   Rolls are taken four times a day in IDAttend: Period 1,2,3,4. Rolls are marked electronically by the classroom teacher. Supply teachers are provided with a paper copy which is entered by office staff each lesson.

SMS messages are sent to parents/carers of students with an unexplained absence at approximately 10am each day and during each lesson. At the beginning of each month a letter is sent to parents/carers requesting an explanation for all outstanding unexplained absences from the previous month.

Across the college the Student Support Officers track inconsistencies in attendance on a daily basis, email teachers to check inconsistencies in roll marking to ensure rolls are accurately marked. If the student has truanted a lesson then the Truancy Tracking Process can commence. Case Management of students in both the compulsory and post compulsory participation phase is allocated to a member of the Attendance Team or additional Support Services staff. Students in the Post Compulsory Participation phase who are at risk because of poor attendance are tracked through QCE tracking and Case Managed by HOD Senior Secondary with the assistance of Student Services Support Staff.

There are two Attendance Team's, one in P-6 and one in 7-12 who analyse data on a weekly basis to track and monitor patterns of attendance. For students not attending school over longer periods of time, home visits are scheduled to provide early invention and assist families in reengaging their child with their learning. When families do not respond to this intervention, the procedures and timelines as per Managing Student Absences and Enforcing Enrolment and Attendance at State Schools is adhered to with the issuing of Form 4, 5 and GBN as necessary. These are tracked to ensure lengthy absences are addressed. Where families are unable to be located or contacted, concerns are communicated with FNQNES for assistance with further follow up.

Key strategies to increase attendance:

- Developing a safe and supportive school environment that promotes positive and supportive relationships through the College Responsible Behaviour Plan
- Communicating with students and parents/carers each term through Goal Setting in calculating individual attendance percentage (P-12)
- Focus on improvement of individual and class groups attendance through: P-6 visual displays of class, tracking improvement on weekly basis
- Communication with parents through newsletter, sms, facebook and website
- Positive reward systems for students and parents/carers which acknowledge improvement (eg. raffles, certificates, postcards, reward activities, etc)
- Promoting high expectations for school attendance by providing information about attendance to parents via the website, facebook page, newsletter, assemblies, classroom discussions, class spreadsheets, class thermometers, etc.
- Discussing Bentley Park College's Attendance Policy at each enrolment interview
- Ensuring consistent follow up of absences with students and parents/carers (SMS on the day, Truancy Tracker for weekly unexplained absences and continuous lates to class, monthly letter for outstanding unexplained absences)
- Monitoring of the college's attendance data to identify absenteeism trends and individual students with high levels of absenteeism - Individual Case Management of students with high absenteeism
- Development of an Individual Attendance Plan
- Working with students and families to reduce absenteeism including Home Visits
- Providing links/referrals to external support agencies to assist the family if necessary
- Undertaking regular meetings with the Principal &/or relevant Support personnel including, but not limited to: HOD JS/SS, DP JS/SS, Guidance Officer, Engagement Officer, Responsible Behaviour Officer 7-9 & 10-12, Youth Support Coordinator, Community Education Counsellors, Community Liaison Officer, Chaplain, SBYHN, SBPO, Student Support Officer Attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

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Find a school

School name | **GO**

Suburb, town or postcode

Sector:
- ☑ Government
- ☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	129	104	137
Number of students awarded a Queensland Certificate of Individual Achievement.	7	3	4
Number of students receiving an Overall Position (OP)	45	23	38
Percentage of Indigenous students receiving an Overall Position (OP)	23%	9%	6%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	9	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	116	95	93
Number of students awarded an Australian Qualification Framework Certificate II or above.	62	57	72
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	119	101	133
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) at the end of Year 12.	88%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	56%	65%	71%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, QCIA, IBD, VET qualification.	97%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	89%	100%

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	4	7	14	16	4
2016	4	3	8	8	0
2017	4	11	12	9	2

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	105	52	19
2016	82	55	23
2017	58	60	33

As at 14th February 2018. The above values exclude VISA students.

In 2017 Bentley Park College students accessed a range of VET qualifications, including Certificate I and II in Information, Digital Media and Technology, Certificate II in Hospitality and Certificate IV in Screen and Media, all of which are delivered under the college's Scope of Registration. In addition to this, the college partnered with Binnacle Training to offer Certificate II in Sport and Recreation and Certificate III in Fitness, Blue Dog Training to offer Certificate I in Construction and Cairns Training Academy to offer Certificate III in Early Childhood Education and Care. Students also accessed the TAFE North VETiS program to obtain a range of other qualifications including Certificate II in Automotive Vocational Preparation, Certificate II in Electrotechnology (Career Start), Certificate II in Tourism and Certificate II in Salon Assistant.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	72%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	58%	52%	71%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.bentleyparkcollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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Bentley Park College encourages students to complete Year 12 and obtain a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students are case managed to ensure they achieve to their potential and have a clear education or training pathway upon leaving school. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 include full-time employment, apprenticeships and traineeships, full-time training at TAFE or another VET provider or enrolment at another high school due to a change in residence.

Bentley Park College invests significant resources into supporting students who have disengaged from mainstream learning. These students have highly individualised case management and interventions put in place, including support from the Guidance Officer, Youth Support Coordinator, Community Education Counsellor, Responsible Behaviour Officer and the Head of Department and Deputy Principal for Senior Secondary. Additionally, students and their families are linked with relevant external agencies to assist them to address identified issues including wellbeing, mental health, financial and housing problems. Following significant intervention, students who are unable or unwilling to re-engage with mainstream schooling are supported to transition into alternative pathways including employment, training or programs such as VPG's Get Set for Work or Transition to Work.

Conclusion

We are very proud of our College, and the achievements of 2017. We continue to grow not just in terms of numbers, but in the outcomes that are being achieved by our students. The strategies that have been developed for 2018 build on the hard work and success of both our staff and students in 2017.

Congratulations to the Bentley Park College community.

Stuart Edwards

Acting College Principal

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